

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Non-Public School - 12PV322

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Miss Laurie Jones

Official School Name: Notre Dame Preparatory School

School Mailing Address: 815 Hampton Lane
Towson, MD 21286-1411

County: Baltimore State School Code Number*: 210145

Telephone: (410) 825-6202 E-mail: jonesla@notredameprep.com

Fax: (443) 921-2771 Web site/URL: www.notredameprep.com/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Sister Patricia McCarron PhD Superintendent e-mail:
mccarronp@notredameprep.com

District Name: Independent District Phone: (410) 825-6202

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Sister Patricia McLaughlin

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12PV322

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12PV322

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 5

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	57	57
K	0	0	0		7	0	55	55
1	0	0	0		8	0	57	57
2	0	0	0		9	0	154	154
3	0	0	0		10	0	146	146
4	0	0	0		11	0	147	147
5	0	0	0		12	0	156	156
Total in Applying School:								772

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
5 % Asian
4 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
85 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 0%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	1
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	2
(4)	Total number of students in the school as of October 1, 2010	767
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 0%

Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

Notre Dame Preparatory School does not participate in the free and reduced-priced school meals program.

10. Percent of students receiving special education services: 3%

Total number of students served: 26

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>10</u>	<u>0</u>
Classroom teachers	<u>79</u>	<u>12</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>19</u>	<u>20</u>
Total number	<u>109</u>	<u>32</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 9:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	95%	95%	94%
High school graduation rate	100%	100%	100%	100%	100%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>133</u>
Enrolled in a 4-year college or university	<u>100%</u>
Enrolled in a community college	<u>%</u>
Enrolled in vocational training	<u>%</u>
Found employment	<u>%</u>
Military service	<u>%</u>
Other	<u>%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☐ No

☒ Yes

If yes, what was the year of the award? Before 2007

Notre Dame Preparatory School-*Where Girls Become Women Who Transform the World*

Notre Dame Preparatory School (NDP) educates and empowers girls to become women who transform the world. As a Catholic, independent, college preparatory school for girls in grades 6 through 12, Notre Dame Prep inspires students to pursue academic excellence, spiritual growth and the practice of justice. Infused with the spirit of the School Sisters of Notre Dame and rooted in the teachings of the Catholic Church, the NDP community strives to answer God's call "...to act justly, to love tenderly, and to walk humbly with God." (Micah 6:8)

Founded in 1873, Notre Dame Preparatory School is sponsored by the School Sisters of Notre Dame, an international religious community committed to transforming persons through education. NDP has successfully fostered its mission, as evidenced in the 6,000-plus living alumnae who are leaders in medicine, law, social service, military, business, education, government, the sciences and philanthropy. They have contributed positively to their local, national and international communities as leaders, professionals, religious, mothers and volunteers. At present, 772 girls are enrolled in the school, which is located in Towson, Maryland, north of Baltimore City.

Academic excellence is integral to NDP's mission. Courses in each subject area form a progression beginning in grade six. As a student enters grade nine, all classes are geared to college preparation. More than 360 sections of 160 courses are available at the high school level (9-12) alone, thanks to a flexible "mod" scheduling system. Notre Dame Prep offers a unique phasing system designed to meet the needs of all of its students. With a 9:1 student-faculty ratio and classes of approximately 16-18 students, Notre Dame's teachers get to know each girl, just as the girls get to know each other. One-hundred-percent of NDP seniors regularly gain admission to the country's most competitive colleges and universities, are inducted into six honor societies, receive National Merit recognition and attain high scores on all standardized assessments. Our most recent graduating class, the Class of 2011, was awarded more than \$15 million dollars in merit scholarships. Currently, four students from the Class of 2012, an unprecedented number from NDP, are National Merit Finalists and now await scholarship decisions.

Up-to-date facilities such as science labs, Sports and Fitness Center and performing arts center complement offerings. Updated technology such as Upper Level laptops (1:1 program) and Middle Level laptop carts, SMARTboards, EPSON interactive boards and projectors, and digital media and language labs enrich academics. The state-of-the-art and fully equipped Mother Philemon Doyle Library is the academic heart of Notre Dame. The school community can access more than 38,000 items and databases. In addition to academics, the girls pursue numerous opportunities beyond the school day. NDP athletic teams are very competitive, and there are 40 teams in 14 sports in the Middle and Upper levels. Notre Dame Prep is the only school in the Interscholastic Athletic Association of Maryland (IAAM) to field teams in all 14 interscholastic sports for girls. Moderated by our committed and dedicated faculty, more than 30 student clubs and organizations, including student government, social service, athletics, publications, Robotics, art, speech & debate, book club, etc., are similarly broad.

Traditions are also integral to Notre Dame Preparatory School. Students participate in countless school traditions, enjoying the peacefulness of Christmas Liturgy, supporting a cause on Stone Soup Day, and showing their camaraderie, creativity, and leadership at Gym Meet, a competition held annually in which the members of the upper level classes compete against one another in the areas of dance, song, march and aerobics. This signature event at NDP is one that truly embodies the spirit of "sisterhood", which is so much a part of NDP. It is all part of the rich history of Notre Dame Prep as well as its vibrant life today.

Notre Dame provides girls with a strong religious foundation. Religion classes in the Middle and Upper

levels are designed to provide a solid basis in Catholicism, including the study of scriptures and the Church. These courses are complemented by the study of world religions and philosophy. Girls explore and share their beliefs in a respectful and welcoming environment. Spirituality extends beyond religion courses. Many classes and activities at Notre Dame begin with prayer, and all significant NDP events center around liturgy. Class retreats provide opportunities for girls to discuss spiritual issues with peers. Gospel values come alive through action at NDP, from a service project involving hundreds to the concern one girl shows a friend in need.

Social justice and service programs reflect NDP's mandate to meet the needs of underserved populations and to change those systems which "inherently prove unjust to individuals, societies, and the world." An intentionally designed progression of age-appropriate activities results in a lifelong appreciation for service. What students ultimately realize is that by changing other people's lives, they also change their own.

Notre Dame Preparatory School remains one of the top independent schools in Maryland. Numerous accolades have been awarded not only to its students but also to the dynamic faculty and staff who work with the girls daily. More than 85 percent of the faculty hold masters degrees or beyond and several have been recognized district- and state-wide for excellence in education. In 2007 and 2010, the Headmistress, Sister Patricia McCarron, SSND, PhD, was named one of "Maryland's Top 100 Women," and in fall 2011, Notre Dame Preparatory was named a "Top Workplace" by The Baltimore Sun.

1. Assessment Results:

As evidenced in Notre Dame Preparatory School's standardized assessment results, both at the Middle and Upper level, our students achieve well above state and national mean scores on the Stanford 10 (given at the Middle Level) and on the SAT, ACT, and AP (given in the Upper Level). In 2011, students in Grades 6, 7, and 8, scored above the 85th percentile in each of the assessed areas of reading, math, and language. Our students in the Upper Level achieved a combined 1827 on the critical reading, mathematics and writing portions of the SAT in the spring of 2011. Our most recent ACT scores show our girls achieving a 27.2 in reading, a 26.5 in math, and a 27.0 in English, again above the state and national levels. Continued achievement is also recognized in our performance on the AP assessments, where 85% of students participating in the AP program are achieving a score of 3, 4, or 5. These scores continue to be consistent over time, and we constantly review and analyze the results of our standardized assessment data to ensure that our girls continue to achieve above the state and national averages in all areas.

If a student is not meeting on or above standards, a meeting is scheduled immediately with her guidance counselor. If necessary, referrals are then made to the Learning Resource Specialist and additional support is provided. For Middle Level students, strategies may include peer tutoring with an Upper Level student and work sessions with the individual teacher, as well as, recommendations for outside tutoring as needed. For the Upper Level students, peer tutoring is provided by the members of the various Honor Societies, outside tutoring is considered if needed and recommendations for additional SAT prep are made. Onsite courses have been offered for both math and reading SAT prep during evening and weekend hours.

Students are also afforded the opportunities to meet individually with our dedicated faculty members before school, after school, as well as during the school day on their "frees" in order to address those areas of need and receive support. Time has also been allotted in the schedule at the Middle Level at least twice a quarter in which all students can sign up to meet with a particular teacher to obtain additional support.

Students also take the PSAT assessment during their sophomore and junior years, thus giving them exposure and practice to the official SAT. Results from this assessment are analyzed by the members of the school Counseling Department and the Principal. Individual copies are provided to families and recommendations are made which address those areas of need.

2. Using Assessment Results:

Notre Dame Prep systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources, including grades, test scores (standardized and teacher-made), projects and teacher observations. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services.

Standardized assessment results of our students are communicated in a variety of ways, starting with Back-to-School Nights for both Middle and Upper level families in which the standardized results of our students are shared with the families. In the Upper Level, PSAT assessment results are shared at an assembly of sophomores and juniors where a College Board representative is present to explain what the results mean to our students. Additional information is then sent home from the Counseling Department to parents providing an explanation of the PSAT results. College Nights are held parents of Grade 12 students (in the fall) and Grade 11 students (in the spring). At these times, information regarding assessment results is shared and strategies to address areas of need are provided. Additionally, in the

Senior College Seminar and Junior College Seminar classes, SAT results are discussed and improvements strategies are shared with the students. Students then meet individually with their college counselors to determine any specific strategies which would help them improve their performance.

Academic departments meet monthly to discuss areas of the curriculum, instruction and assessment. Standardized testing data are provided so departments may analyze progress and effectiveness in order to make revisions as deemed appropriate. From this, areas of strength and needs are identified and a plan is developed to capitalize on strengths or address areas of weakness.

Ongoing informal assessments are also used as the teachers continuously monitor the progress of their students. Throughout the school year, teachers assess their students through classwork, testing, projects and presentations. Communication is done twice a quarter, approximately every four weeks, via progress reports and report cards. Formal reports are mailed home to parents, parent-teacher conference nights are held once each semester, and individual conferences are scheduled as needed. Email is also used as a means of communication where appropriate. Teachers and parents realize that together, in partnership, a student's progress can reach the positive and ultimate success.

At the time of progress reports and report cards, the Counseling Department reviews each student's individual report, and a listing of those students performing below a certain academic achievement standard is compiled. The Student Services Team comprised of personal counselors, learning resource specialist, school nurse and Dean of Students reviews the report and then schedules a meeting with the Principal to initiate additional action to assist the student in the identified area of need. Ongoing communication is then maintained with the parents as the school and family work together to ensure the academic success of each student.

3. Sharing Lessons Learned:

Collaboration is valued among the Notre Dame Preparatory School community, whether it involves sharing successful strategies within the NDP schoolhouse or discussing best practices with neighboring schools and professional organizations. The NDP schoolhouse is a program designed to allow NDP faculty to share their expertise in a particular academic area with other members of the NDP faculty. The format of the schoolhouse is such that it can be done in a small group workshop or in a one-on-one mentoring session. A stipend is provided from funding obtained through Title II A Professional Development in Baltimore County. The following workshops have been offered most recently at NDP through the "schoolhouse program": Safari Montage- On Demand Videos; MovieMaker, Live, Paint & PhotoStory; and What's a PREZI?" just to name a few.

Members of the NDP faculty/staff regularly participate in the Association of Maryland Independent Schools (AIMS) Annual Conference where they make presentations, share lesson plans, or display student work. NDP has initiated a working group of Deans of Students from area schools which allows the professionals to brainstorm, collaborate and share successful strategies relevant to the position, which is especially critical at the high school level. As one of the first independent schools in the Maryland area to implement a 1:1 laptop program, NDP has hosted numerous schools, both from the Archdiocese of Baltimore and AIMS, as they have looked to begin such a program and implement best practices. Most recently, NDP hosted area Guidance Counselors and Learning Resource Specialist, for a presentation by a Johns Hopkins specialist on anxiety in teen girls.

As a member of AIMS, NDP regularly hosts other AIMS teachers on campus to observe classroom instruction on a particular topic. Members of the NDP faculty have also been invited to present at area schools in areas of expertise. Most recently, one of our Grade 8 teachers provided a professional development in an area school on the utilization of the Smart Board in the classroom. She was so well received that she was invited back for an additional day of professional development so those teachers could delve deeper into the topic. Additionally, the Head of School has been invited on numerous occasions to present on school leadership in other dioceses, most recently the Diocese of Pittsburgh.

Realizing that collaboration among schools and fellow educators enhances the learning of all students throughout the area, NDP is always willing to share successful strategies and resources.

4. Engaging Families and Communities:

Just as NDP values collaboration with area schools and educators, so does the school embrace those ongoing relationships with its families and members of the community at large.

Throughout the school year, opportunities exist for parents and teachers/staff to collaborate. In addition to traditional activities requiring parental involvement, such as Back-to-School Nights, Open House, and annual fundraising events, NDP has intentionally included both parents and students in the school's strategic planning process in the past several years. Notre Dame Prep most recently was re-accredited by the Middle States Association for Secondary Schools, and the strategic plan resulting from that accreditation includes four objectives requiring the work of four action teams. These teams are comprised of NDP faculty/staff, as well as NDP parents, Middle and Upper level students, and NDP community members. This structure, along with the dedicated time that has been allocated into the schedule, has enabled these stakeholder groups to begin to meet and move the strategic plan forward.

Community involvement has proven successful in several academic programs. For instance, each year engineers visit with Middle Level students to introduce them to the profession, explain the opportunities for women in engineering, and provide hands-on learning. At the Annual Egg Drop Contest, the NDP Science National Honor Society students host area elementary and middle school girls who compete to build a device to protect an egg dropped from four meters high. Many other visitors have come to the NDP campus to share their wealth of knowledge and talents with the student body. These guest presenters include: School Sisters of Notre Dame (SSND) from our international schools, SSND's who reside in the convent adjacent to the school, in addition to numerous parents and alums who are considered experts in their field or have experiences that tie directly to the curriculum.

In what has become a hallmark of community education, the Summer Science Internships allow students to work at some of the area's top workplaces with stellar mentors. In addition to participating in programs such as George Washington University's Scientific Apprenticeship Program; Goddard Space Center's SHARP Program; Internship at the National Aquarium in Baltimore; and John's Hopkins Women's Science Consortium, our students have participated in "shadow" internships with area doctors to see patient care, research, and testing first-hand. Last year, fifty students were afforded these incredible opportunities.

Outside of academics, Notre Dame Prep's service program engages students in the greater community. One of the oldest programs of its kind in the area, the community service program figures prominently in NDP student life and provides activities beginning in grade six and running through grade 12. A solid foundation of service learning is built on in-house and off-campus projects that are age-appropriate and designed to challenge the students' comfort level as they mature. Students participate in the numerous service opportunities offered, and they learn the necessary skills to process their volunteer experiences through religion classes and spiritual formation. One example of this commitment to service is the summer camp program for inner city children, entitled Camp Umoja. Each summer, our students volunteer for two weeks on a daily basis to serve as camp counselors to some of the neediest of children in the Baltimore City area. These youngsters come to the NDP campus each day from 8:00 a.m. - 3:00 p.m. and are provided an environment that is friendly, exciting, and caring as they engage in activities such as sports, arts/crafts, music, and technology. During their years at NDP, students develop a life-long attitude toward service.

1. Curriculum:

All courses offered at Notre Dame Preparatory School are geared for college preparation and the curriculum is based on National Standards.

The Middle Level curriculum includes English/language arts; mathematics; science; social studies; foreign language (Latin, French, Spanish or Romance Languages); physical education; religion; instrumental and vocal music, dance; and art. A diverse assembly program and daily advisory group meetings round out the academic experience.

More than 160 college-prep courses are offered in the Upper Level in core subjects such as religion, mathematics, science, English, history and foreign language, and in elective areas including visual and performing arts, physical education and swimming. Seventeen Advanced Placement courses are offered in English, language, math, science, social studies, and the fine arts.

The **Art** program provides the stimulation, encouragement and enhancement of the creative, disciplined potential of each student. Courses are offered in various media, and students have access to a state-of-the-art graphics lab. Students also study art history, architectural fundamentals, and art criticism and aesthetics through museum visits, readings, and resource media.

The **English** program offers college-preparatory, honors, and Advanced Placement courses. The 6-12 writing program ranges from fundamental grammar to college-level research assignments. Writing instruction concentrates on expository writing, with opportunities for creative writing. The literature component includes both genre and survey courses in American and British literature, as well as senior electives ranging from Shakespeare to contemporary women's literature.

Notre Dame Preparatory School is in compliance with the program's foreign language requirements. Included in the **Foreign Language** curriculum are courses in French, Spanish, Chinese and Japanese. All modern language students work in the school's new state-of-the-art Language Center housing 41 internet-connected computers and a listening/speaking area.

In all **Mathematics** classes, from algebra to calculus, students solve problems by applying math to real-world situations. Current technologies such as graphing calculators, computers and specialized software throughout the curriculum are used as needed. The department encourages students to appreciate the beauty and fun of mathematics through participation in activities such as the Maryland Mathematics League.

Music plays a significant part in the Middle and Upper Levels, from participation in band, orchestra, chorus to extra-curriculum private music lessons to the study of AP Music Theory.

NDP **Physical Education** classes, team sports and intramurals allow students to learn self-discipline and control, the value of teamwork and mutual respect, and appreciation of personal accomplishment. Included in the curriculum are Health classes, which incorporate an interdisciplinary approach to several of the units.

Throughout the **Religion Department's** three branches—academics, campus ministry and social service—NDP stresses the development of personal and community spirituality and the development of a social consciousness and conscience. In addition to courses in Hebrew and Christian scriptures, students study world religions, social service and church issues. Several community outreach programs enable students to pursue hands-on, social service projects.

The **Science** department aspires to instill in students an understanding and appreciation of the natural world; to demonstrate the interdependence of all life; and encourage future achievements in scientific fields. Laboratory experience is integral to all science classes. NDP students typically choose to study beyond the required three science courses for graduation. Last year, the class of 2011 graduated with 99% of the students having taken 4 sciences or more.

The **Social Studies** Department encourages lively classroom discussion and enhances lectures with research activities and independent study. The department also sponsors a Youth in Government Club and Mock Trial. Every four years, the department sponsors a school-wide political campaign to raise political awareness in young "voters." Electives include courses in Contemporary Issues, Economics, AP Economics and AP Government and Political Science.

Technology or computer instruction is integrated into regular classroom instruction. Middle Level students advance skills through technology clubs and exploratory classes based on the National Educational Technology Standards and preparation for the Upper Level laptop program. The Upper Level is a fully implemented wireless laptop learning environment. All incoming freshmen purchase laptops, attend a summer laptop camp and participate in a yearly "Introduction to Technology" class.

From this very small glimpse into the NDP curriculum, one can see the depth and breadth of what our students are exposed to on a daily basis.

2. Reading/English:

Offering college-preparatory, honors, and Advanced Placement courses, the English Department strives to challenge and advance our students appropriately within a common context of study. Infused into the six-through-twelve curriculum is a writing program which ranges from fundamental sentence structures to sophisticated college-level research assignments. While effective expository writing is the primary focus, the curriculum also offers opportunities for creative writing. The literature program, which includes genre, survey, and author courses, challenges our students to comprehend, interpret, analyze, and evaluate literary works. Grammar and vocabulary are taught in the service of effective writing and speaking. The department offers two Advanced Placement courses, electives in speech, theater, and writing, three publications, and a strong drama program.

Integrating literary genres, grammar, vocabulary, and writing skills, the sixth grade English course builds on the components of language study begun in the elementary school. Students read and respond in discussion and writing to short stories, novels, non-fiction, and poetry, refining reading comprehension skills, exploring the elements of literature, and experimenting with the basics of literary analysis. The independent reading component encourages students to select books that will increase their reading comprehension, expand their horizons, and challenge their abilities. Using the steps of the writing process, students develop and refine descriptive, expository, narrative, and literary response paragraphs. Students will develop their research skills by participating in a yearlong project with a global and technological emphasis.

The seventh grade English course challenges the students to delve more deeply into the study of literature. Through the study of short stories, novels, drama, and non-fiction, students grow in their understanding of literary elements and in their ability to analyze literary techniques in the works studied. Reading beyond class assignments is a requirement; students are held accountable for their outside reading through the use of Accelerated Reader computer tests. The writing strand of the course develops the student's expository writing from the paragraph level to the thesis/support structure of the five-paragraph essay. Students also write creatively, applying literary techniques in their original writing, and reflectively in reader response logs.

Eighth grade literature involves the study of many genres including poetry, non-fiction, short stories, and

novels. In class discussions and assignments, the students review their comprehension skills and work toward becoming more mature, discerning readers. Cross-curricular units linking literature with social studies and religion occur at various points throughout the year. Students are also required to read beyond the literature assigned for class; outside reading is evaluated through Accelerated Reader computer testing.

Additional features of our Middle Level English Program include the following:

Accelerated Reader, Performing Arts: Drama, Publications – Literary Magazine and online newspaper, and the Speech Exploratory program.

The Upper Level English Program is comprised of the following:

English 9 – Introduction to Literature; English 10 – American Literature; English 11 – British Literature; and English 12 – Advanced Topics Electives. Students in their senior year choose two semester long electives to fulfill the fourth credit in English. The current senior electives include: Jane Austen, The American Dream, Shakespearean Drama, and In a Women's Voice. Additional electives that are offered include: Creative Communication; Writing and Publishing in the Digital Age; Theater Experience; and Yearbook Production.

Extra-curricular and enrichment activities at the Upper Level include: online student newspaper, yearbook, fall and spring drama productions, Drama Honor Society, Book Club, and a Shakespeare Monologue Competition.

As teachers continually assess their students, plans are put into place in the event a student begins to have difficulty in a particular area. As indicated previously, Notre Dame Prep has a very unique phasing system at the Upper Level, which enables our girls to work at her own level of ability in each subject. Phase 2 courses emphasize strengthening in specific areas. Phases 3 and 4 are for those who have mastered the basic skills and are ready to accelerate in their course of study. Phase 5 describes the Honors and Advanced Placement courses.

Students graduate from Notre Dame Preparatory as confident and self-directed learners. They have a broad foundation of knowledge that is able to support a lifetime of learning. Our graduates are able to think critically and creatively to solve problems and are most definitely able to speak and write effectively.

Some additional accolades as our students graduate from Notre Dame Preparatory School include:

96% of the students who took last year's AP English exams earned scores of 4 or 5. Our students skillfully and enthusiastically participate in summer internships and programs in writing, literature, acting, and stage production. The 2011 NDP production of *These Shining Lives* received 20 CAPPIES nominations and eight awards, including Best Supporting Actress, Best Actress, Best Ensemble, and the two most coveted honors, Best Play and Best Critic Team. Finally, our returning graduates report that their college professors consider them exceptionally well-prepared in writing, literary analysis and critical thinking skills. Alums report that they are routinely called upon to mentor their peers in college writing.

3. Mathematics:

Our primary goal in the Mathematics Department at NDP is to ensure that each student is placed in a course that allows her to achieve success where the work is comfortable yet challenging. We strive to meet the individual needs of each student.

Our Mathematics courses at the Middle Level (grades 6-8) include:

Middle School course 2; Pre-Algebra—7th grade; Pre-Algebra—8th grade; Algebra I; and Algebra II

At the Upper Level (grades 9-12) the following Math courses are offered to our students:

Algebra I—phases 2, 3, 4; Geometry—phases 2, 3, 4; Geometry/Trigonometry—phase 5; Algebra II—phases 2, 3, 4, 5; PreCalculus/Trigonometry Pt. I—phase 3; PreCalculus/Analytic Geometry Pt. II—phase 3; Statistics and Math Modeling—phase 3; AP Statistics—phase 5 (in preparation for the AP Statistics examination); Pre-Calculus—phases 4, 5; Calculus I—phase 4; AP Calculus I—phase 5 (in preparation for the AP Calculus AB examination); and AP Calculus II—phase 5 (in preparation for the AP Calculus BC examination)

All students are required to take three years of math in high school, including at least Geometry and Algebra II. Our seniors go beyond these requirements: 99.4% of them are taking a fourth math class this year, and 10.3% are taking two math classes.

High school placement from year to year is determined by academic performance and teacher recommendation. All high school classes are at a college-preparatory level. Students may change phases during grades 9 through 12 if the work is too easy or too difficult for them.

The phasing system allows our students to master mathematics in an atmosphere most appropriate for their background and ability. While the main mathematical concepts are covered in all phases of a given math curriculum, there are differences in the manner in which they are presented. The lower the phase the slower the pace so as to allow for more practice time, while the higher phases move at a faster pace to allow time for a greater depth of study. In the lower phases, the emphasis is on mastering the basic concepts with some limited application experience. In the higher phases, more emphasis is placed on the derivation of the concepts. Here students are expected to make connections on their own to a wider variety of application situations showing a crossover of knowledge.

Our students are generally highly motivated and perform well during class and out of class. Teachers design lessons that accomplish our goals through a variety of activities, including student discovery, direct instruction, and guided practice. Teachers and students use current technologies throughout the Mathematics Department. Through the use of graphing calculators, students learn to solve problems graphically and numerically as well as algebraically. Geometer's Sketchpad software allows students to discover many properties of geometry. Laptop computers are used for class presentations, student explorations, and links to the Internet and other sources. Math teachers keep abreast of changing technology through summer and school-year workshops and courses.

The Mathematics Department is committed to helping students recognize the importance of mathematics. All classes solve problems related to real-world activities. We encourage students to appreciate the beauty and fun of math by participation in voluntary extracurricular activities, such as Maryland Mathematics League and Problems of the Week. We also encourage our students to realize that continuing their study of mathematics allows more future choices in college majors and career planning.

4. Additional Curriculum Area:

The Science Department aspires to instill in its young women a deep understanding and appreciation of their natural world; to create a sense of the interdependence of all life; and to encourage contributions to future achievements in scientific fields. Laboratory experience is an integral part of all NDP science classes.

Sixth grade science begins with an introduction to the scientific method and measurement techniques as a basis for the three years of scientific study in the middle school. Topics covered in the sixth grade include: a survey of the animal kingdom, environmental issues, electricity and magnetism, and sound and light. Participation in lab experiments amplifies and clarifies students' understanding of the applications of the scientific method and the subject matter.

At the seventh grade level, a more advanced understanding of the scientific method is developed through lab experiments and lab reports. Observation, the collection of data, and the interpretation of that data are

stressed throughout the course. Topics include Cell Structure, Cell Function, Cell Processes, Systems of the Body, Heredity, Genetics, and Natural Selection.

In grade 8, science and math are integrated in class work, laboratory experiments and lab reports. Students demonstrate proficiency in the use of the scientific method in lab experiments, hands-on activities and an independent research project in order to integrate skills developed in the sixth and seventh grades.

Topics include Motion, Forces, Simple Machines, Power, Energy, Elements, Compounds and the Periodic Table.

In the Upper Level, the science courses offered include:

Biology: an introduction to cell theory, genetics, biochemistry, ecology, DNA, and taxonomy

Introduction to Engineering: Students learn about various engineering fields through project-based learning.

Chemistry: exploration of the chemical and physical states of matter, with an introduction to stoichiometry, atomic theory, equilibrium, and kinetics

Physics: the study of the basic principles of mechanics and heat, waves, electricity and magnetism, and nuclear physics

Human Anatomy/Physiology: a systemic approach to the study of the human organism

Environmental Science: research into current issues concerning the environment; enhance basic knowledge of ecological systems

Marine Science: designed to involve students in an in-depth study of the marine environment (offered every other year)

Forensic Science: to learn the methodology needed to evaluate a crime scene, how to evaluate evidence from fingerprints to DNA, and how to solve a crime.

Advanced Placement Biology: a college-level course designed for students of superior ability and motivation; may provide eligibility for advanced placement in the first year of college

Advanced Placement Chemistry: a college-level course designed for students of superior ability and motivation; may provide eligibility for advanced placement in the first year of college

Advanced Placement Physics: a college-level course designed for students of superior ability and motivation; may provide eligibility for advanced placement in the first year of college. As mentioned previously, Notre Dame students are encouraged to participate in science experiences beyond the classroom. Through the “NDP Women in Science” Student Achievements program, our students have participated or are currently participating in the following:

- Air Force Academy Summer Camp
- Ecology Summer Program at Brown University
- Engineering Innovation at Johns Hopkins University
- Environmental Science Summer Research Experience
- George Washington University’s Scientific Apprenticeship Program

- Goddard Space Center's SHARP Program
- Howard Hughes Medical Institute and College of Chemical & Life Sciences at University of Maryland
- Internship at the National Aquarium in Baltimore
- Johns Hopkins Women's Science Consortium
- Jump Start Program at the University of Maryland in Forensic Science, Biomedical Research, and Animal Behavior
- Maryland Science Center Camp-in Program
- NASA Sharp Plus Program, NASA Space Camp, and NASA Summer Internship Program
- National Space Club Scholars Program at Goddard Space Flight Center
- National Youth Leadership Program in Medicine
- National Youth Leadership Technology Program
- NDP Internship in Medicine Summer Experience with Dr. Laurel Yap
- NIH Mentoring Program at Johns Hopkins
- Pre-College Summer Computer Science Program at Stanford University
- ROV Design Competition sponsored by MATE
- Students for Environmental Action
- Summer Academy for Mathematics & Science at Carnegie Mellon
- Summer Internship sponsored by the Waksman Foundation for Microbiology
- University of Maryland Biotechnology Institute – Center of Marine Biotechnology
- Western Maryland College Summer Science Fellowship
- Young Scientist Program at the University of Maryland School of Medicine

Through these hands-on experiences our students are able to take the skills learned in the classroom and apply them in a meaningful way in these workplace arenas.

5. Instructional Methods:

Ensuring high levels of student learning, engagement and achievement are fundamental at Notre Dame Preparatory School. As committed educators, our faculty continuously strives to meet the needs of all our students. In that vein, faculty members are constantly researching and implementing the most successful strategies as they look to differentiate their instruction. This varies amongst the departments. As each teacher comes to learn the students in his/her classes, they look to assess their learning styles. In fact, one of the newest action items in our new strategic plan is to provide a learning style inventory to each student so that teachers are aware of those learning styles, as well as each student. Most recently, the members of the Counseling Department purchased a new tool for our existing college resource program entitled, Naviance. The newest tool is an interest/learning inventory. The information obtained from this resource will be powerful in determining the best way in which each young lady learns. Once the student has this information, she can come to initiate how she may approach a particular course assignment, assessment, etc.

With that in mind, a few examples of how the instruction may be modified for students based on their learning strengths may include: PowerPoint presentations from the students (peer to peer teaching); mini-dramas to demonstrate a particular scene in a novel; musical piece to share a newly learned concept, just to name a few. Ways in which the curriculum may be supplemented include: outside speakers who visit

the NDP classrooms and bring with them a wealth of knowledge; online resources which enhance the learning in the classroom are provided for the students through the use of Blackboard; and opportunities to participate in off-campus field trips and summer internships that enable students to see their learning come to life.

Technology at Notre Dame Prep centers on the belief that technology is utilized to enhance learning, motivate learning, and prepare students to meet the technological demands of higher education and the workplace. Faculty members use technology to help students develop meaningful 21st century skills, such as communication, collaboration, creativity, critical thinking and problem solving. Throughout our campus-wide wireless environment, the integration of technology is woven into the NDP curriculum, and students receive a state-of-the art education adaptable to whatever path their lives take after graduation.

Teachers and students use computers in their instruction and day-to-day communication through Blackboard, a course delivery solution that is prominent in the majority of US colleges. Blackboard brings all course content to each student's personalized dashboard. It features a password-protected secure collaboration environment with tools like wikis, blogs, discussion boards, journals and file sharing, as well as instant access to homework and class lessons. All students have on-campus and at-home access to a myriad of paid-subscription research databases through our Library department, which enable students to access accurate, current and filtered content in each core-subject area. In addition, students may access an on-demand video database system called SAFARI Montage, which provides thousands of premier educational videos for their school projects.

Classrooms are equipped with SMARTboards at the Middle Level and interactive EPSON projectors in a majority of the Upper Level rooms. These devices enable the teachers to develop lessons incorporating hands-on, creative problem solving and exploration for all types of learners—from those who are advanced in the subject and can quickly move from problem to problem to those who need more time reviewing individual problem-solving steps. All are engaged in the learning process together!

6. Professional Development:

Ongoing faculty/staff professional development—both in and out of the NDP schoolhouse—ensures that NDP employees remain at the top of their respective fields. In past years, numerous faculty have attended local, regional and national conferences in the sciences, humanities, art and technology, including recent participation in those hosted by the National Council of Teachers of English (NCTE), Northeast Association Council of Teachers of Foreign Language, Maryland Society for Educational Technology (MSET), National Teachers of Mathematics Conference, and Association of Independent Schools (AIMS) to name a few. Through the “NDP Schoolhouse” professional development series, made possible through Title IIA funding, faculty teach each other how to maximize technology tools, such as digital photography, wikis, blogs, Blackboard, Movie Maker, Paint and PowerPoint. Guest presenters to the faculty/staff have included nationally known authors Dan Kindlon and Tony Wagner who discussed psychology of girls and the global achievement gap, respectively.

Staff, too, participate in professional development in their respective areas. From the Finance Director to the Staff Graphic Designer, staff members regularly attend conferences and workshops designed to expose them to current operations, trends, and best practices. Most notably, staff members have attended the ultimate independent school professional development school experience, the National Association of Independent Schools Annual Conference.

Most recently, members of both the faculty and staff have participated in online professional development opportunities provided by organizations such as the College Board, Independent School Management (ISM), National Business Officers Association (NBOA), as well as the National Association of Independent Schools (NAIS).

In terms of supporting student learning and aligning with academic standards, all of these professional

development activities expose faculty/staff to best practices, which enhance classroom instruction, and the psycho-social trends affecting young people today. In the case of Tony Wagner, the entire faculty/staff read his book, *The Global Achievement Gap*, and have brought back to their individual departments and classes ways to include the detailed “21st-century survival skills” students must have to succeed in the future. In another workshop on “mean girl” behavior, counselors who attended shared highlights and strategies at a faculty meeting with all teachers.

7. School Leadership:

Notre Dame Preparatory School is owned and operated by the School Sisters of Notre Dame (SSND). NDP is structured with two “administrative teams” providing management of the school. The first, the Leadership Team, consists of the Headmistress, the Principal, Middle Level Director, Upper Level Assistant Principal, and the Dean of Students. The Headmistress is the chief executive of the school, responsible for the religious tone, educational direction, and financial viability. The Principal reports directly to the Headmistress and is responsible to her for the educational program. Both the Middle Level Director and the Upper Level Assistant Principal report directly to the Principal and work to support and ensure that the academic quality, religious tone, and development of students correspond with the mission of Notre Dame Preparatory School. The Dean of Students oversees the areas of student activities and the implementation of the discipline policy in accordance with the mission of NDP. Meeting weekly, this group works together to oversee the decisions on day-to-day matters pertaining to academics and student life.

Each week, the Principal also meets individually with those who report directly to her: Upper Level Assistant Principal, Middle Level Director, Dean of Students, Director of Counseling, Curriculum Technology Specialist, and the Coordinators of the Strategic Plan. Within these meetings, discussions are held regarding individual student performance, data analysis of most recent assessments, class schedules, resource needs and much more. Ultimately, the goal is to provide whatever is needed that will continue to ensure the academic success and achievement of each and every student.

In addition to these meetings, the Principal meets on a weekly basis with the Headmistress. During this time, the Principal updates the Headmistress on all aspects of the academic program, which would include, but not limited to, the students, the faculty, the resources, the parents, etc. It is through this timely ongoing collaboration and communication that Notre Dame Preparatory School can identify and celebrate those areas of strength and address any areas of need in order to make appropriate decisions that continually focus on student achievement.

The other administrative body at NDP is the Headmistress’ Council. It consists of those individuals who report directly to the Headmistress, including the directors of Admission, Advancement, Communications, Finance and Technology, as well as the Principal and Headmistress. Together this group addresses those institutional matters related to planning, marketing, fundraising, and the like. Strategic issues for both the present and the future of the institution are discussed in weekly meetings as this group collaborates on larger institutional projects and continuously strives to keep NDP on the cutting edge and forward thinking.

Supporting these two groups is the Academic Council. The Academic Council is responsible for advising the Leadership Team on issues of school academic policy and may be called upon to propose changes. The Academic Council consists of the Headmistress, Principal, Dean of Students, Department Chairs, Upper Level Assistant Principal, Director of Middle Level, Director of Counseling, the Librarian and elected at-large faculty representatives from both the Upper and Middle Levels. The Principal serves as the Chair of the council and is responsible for the appointment of subcommittees when required. The work of the Academic Council is concerned with, but not limited to, the following: coordinating programs and practices affecting all academic departments; furthering the development of the curriculum and integration of technology into instruction; studying and promoting new trends and methods in education;

and encouraging and facilitating interdisciplinary planning. Members of the Academic Council meet on a monthly basis.

Each of the aforementioned groups is committed to ensuring that the policies, programs, relationships and resources are always focused on what is in the best interest of the students at Notre Dame Preparatory School.

PART VI - PRIVATE SCHOOL ADDENDUM

12PV322

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
K	1st	2nd	3rd	4th	5th
<u>\$16300</u>	<u>\$16300</u>	<u>\$16300</u>	<u>\$16300</u>	<u>\$16300</u>	<u>\$16300</u>
6th	7th	8th	9th	10th	11th
<u>\$16300</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$15951

5. What is the average financial aid per student? \$6290

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
6%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 32%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 12

Test: SAT

Edition/Publication Year: 2011 Publisher: College Board Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Average Score	602	592	594	595	581
Number of students tested	139	151	123	162	127
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	4	2	3	3
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	1	2	2	1	1
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	3	1	2	4
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Average Score	605	607	534	625	588
Number of students tested	8	7	5	11	5
NOTES:					

12PV322

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 12

Test: SAT

Edition/Publication Year: 2011 Publisher: College Board Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Average Score	604	602	614	599	589
Number of students tested	139	151	123	162	127
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	4	2	3	3
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	1	2	2	1	1
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	3	1	2	4
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Average Score	618	621	580	628	614
Number of students tested	8	7	5	11	5
NOTES:					

12PV322

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Stanford

Edition/Publication Year: Tenth/2003 Publisher: Pearson Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Apr	Apr
SCHOOL SCORES					
Average Score	711	705	707	706	700
Number of students tested	53	46	60	55	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	748	695	0	0	0
Number of students tested	2	1	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	732	682
Number of students tested	0	0	0	1	1
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Average Score	716	705	751	714	700
Number of students tested	1	2	2	2	1
NOTES:					

12PV322

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Stanford 10

Edition/Publication Year: Tenth Edition/2003 Publisher: Pearson Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Apr	Apr
SCHOOL SCORES					
Average Score	717	712	705	707	710
Number of students tested	53	46	60	55	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	742	697	0	0	0
Number of students tested	2	1	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	733	694
Number of students tested	0	0	0	1	1
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Average Score	705	697	711	724	684
Number of students tested	1	2	2	2	1
NOTES:					

12PV322

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Stanford

Edition/Publication Year: Tenth/2003 Publisher: Pearson Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Apr	Apr
SCHOOL SCORES					
Average Score	722	719	719	723	721
Number of students tested	53	66	59	62	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	723	0	700	0	0
Number of students tested	1	0	1	0	0
3. Hispanic or Latino Students					
Average Score	724	0	729	705	0
Number of students tested	2	0	1	1	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Average Score	726	737	726	720	725
Number of students tested	1	3	1	1	5
NOTES:					

12PV322

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Stanford

Edition/Publication Year: Tenth/2003 Publisher: Pearson Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Apr	Apr
SCHOOL SCORES					
Average Score	719	714	709	707	708
Number of students tested	53	66	59	55	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	700	0	725	0	0
Number of students tested	1	0	1	0	0
3. Hispanic or Latino Students					
Average Score	711	0	706	725	0
Number of students tested	2	0	1	1	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Average Score	730	737	709	721	705
Number of students tested	1	3	1	1	5
NOTES:					

12PV322

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Stanford

Edition/Publication Year: Tenth/2003 Publisher: Pearson Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Apr	Oct
SCHOOL SCORES					
Average Score	723	723	731	727	730
Number of students tested	74	59	63	59	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	703	0	691	720
Number of students tested	0	1	0	1	2
3. Hispanic or Latino Students					
Average Score	0	685	707	0	740
Number of students tested	0	1	1	0	1
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Average Score	742	745	734	739	704
Number of students tested	2	2	1	5	3
NOTES:					

12PV322

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Stanford

Edition/Publication Year: Tenth/2003 Publisher: Pearson Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Apr	Oct
SCHOOL SCORES					
Average Score	720	720	723	718	716
Number of students tested	74	59	63	59	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	712	0	671	711
Number of students tested	0	1	0	1	2
3. Hispanic or Latino Students					
Average Score	0	727	747	0	730
Number of students tested	0	1	1	0	1
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Average Score	739	744	709	726	709
Number of students tested	2	2	1	5	3
NOTES:					

12PV322